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MEN KAP BASELINE:

Report on Baseline Study of Knowledge, Attitudes and Practices among Ministry of Education staff related to early grade reading and the national reading program

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Lecture Pour Tous

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ACRONYMS

AMELP	Activity Monitoring & Evaluation Plan
CI	<i>Cours Initial</i>
CIMEN	<i>Cellule Informatique du Ministère de l'Education</i>
CNRE	<i>Centre National de Ressources Educationnelles</i>
COSYDEP	<i>Comité des ONG et Syndicats pour la Défense de l'Education Publique</i>
CP	<i>Cours Préparatoire</i>
CRFPE	<i>Centre Régional de Formation de Personnels de l'Éducation</i>
DAGE	<i>Direction de l'Administration Générale et de l'Équipement</i>
DALN	<i>Direction de l'Alphabétisation et des Langues Nationales</i>
DAJLD	<i>Direction des Affaires Juridiques des Liaisons et de la Documentation</i>
DEA	<i>Division de l'Enseignement Arabe</i>
DEE	<i>Direction de l'Enseignement Élémentaire</i>
DEMSG	<i>Direction de l'Enseignement Moyen Secondaire Général</i>
DEPS	<i>Direction de l'Education Préscolaire</i>
DEXCO	<i>Direction des Examens et concours</i>
DFC	<i>Direction de la Formation de la Communication</i>
DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
DRH	<i>Direction des Ressources Humaines</i>
DRTS	<i>Direction Radio-Télévision Scolaire</i>
EFI	<i>Ecole de formation d'Instituteurs</i>
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
IA	<i>Inspection d'Académie</i>
ID	<i>Inspection des Daraas</i>
ICT	Information and Communication Technology
IEF	<i>Inspection de l'Education et de la Formation</i>
IGEF	<i>Inspection Générale de l'Education et de la Formation</i>
INEADE	<i>Institut National d'Etude et d'Action pour le Développement de l'Education</i>
KAP	Knowledge, Attitudes and Practices
MEN	<i>Ministère de l'Education Nationale</i>

MIRADOR	<i>Management Intégré des Ressources Axé sur une Dotation Rationnelle</i>
MFPAA	<i>Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat</i>
NGO	Non-Governmental Organization
PALME	<i>Partenariat pour l'Amélioration de la Lecture et des Mathématiques dans</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence</i>
PDF	Portable Document Format
SG	<i>Secrétariat Général</i>
USAID	United States Agency for International Development

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- The database administrator for helping to format the questionnaire in Survey Solution and training the enumerators to use it;
- The administrator of the *Management Intégré des Ressources Axé sur une Dotation Rationnelle* (MIRADOR) system, a computer application used in Senegal to manage education personnel, for providing access to the database and helping to extract the sample group;
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- All the MEN staff at the central and decentralized levels who agreed to complete the questionnaire.

ANALYTICAL SUMMARY AND KEY FINDINGS

Overview of the Lecture Pour Tous program and 2018 MEN KAP survey

The 2018 survey of knowledge, attitudes and practices (KAP) of ministry staff contributes to informing and monitoring the Lecture pour Tous program, a major initiative funded by USAID in support of the government of Senegal through its *Ministère de l'Éducation Nationale* (MEN, or Ministry of National Education). The goal of Lecture Pour Tous is to significantly improve reading outcomes for students in the early grades of primary school. This MEN KAP survey establishes a baseline and will be repeated at the midpoint of the program and before its conclusion in July 2021.

Lecture Pour Tous has three objectives: (1) improve early grade reading instruction in public primary schools and *daaras*; (2) improve delivery systems for early grade reading instruction; and (3) improve parent and community engagement in early grade reading. To this end, the program supports reading instruction in the national languages in the early grades in primary schools and *daaras*. The Lecture Pour Tous objectives include support to ministerial coordination and communication that aims to help MEN staff understand and take ownership of the goals and outcomes expected.

This report presents the findings of the first quantitative study of the knowledge, attitudes and practices of the technical staff of the MEN as relates to early grade reading and the national reading program. It was carried out through a structured questionnaire containing questions about knowledge of the reading themes addressed by the Lecture Pour Tous program, attitudes about the expected outcomes, and practices and approaches used by MEN staff. The KAP study is a means of measuring Indicator 13 in the AMEP: *"Percentage of targeted MEN directorates, chefs de divisions, and regional key staff who demonstrate knowledge and understanding of key themes related to early grade reading and the national reading program,"* and also informs the strategies to improve communication and coordination among MEN staff to promote effective and sustainable early grade reading reform.

The preferred answers to the questions in the survey serve as "proxies," meaning that they show how much the respondent understands key facts about reading and how much importance they attach to reading themes. The questions in the "knowledge" part of the questionnaire were statements to which the respondent had to tick "correct", "not correct," or "do not know". A score of at least eight right answers on the questionnaire indicates that the respondent has good knowledge of the majority of the reading themes and possesses attitudes and practices in favor of the reading reform. Additional answers provide insights into current attitudes towards early grade reading and reading reforms, and practices related to communication and coordination about such reforms as discussed in more detail below.

The population of the MEN KAP survey was limited to technical staff who work in central and decentralized MEN institutions and are involved in the Lecture Pour Tous program. Therefore,

they are neither teachers nor parents of students. Parallel KAP studies of these target groups are under way. The geographic area covered by the study comprises the administrative regions of Kaolack, Kaffrine, Fatick and Matam, which are already in the Lecture Pour Tous program, as well as Louga and Diourbel, which will join the program later in 2018.

Sample group

The sample group was compiled in conjunction with the administrator of the *Management Intégré des Ressources Axé sur une Dotation Rationnelle* (MIRADOR) system, using the MIRADOR list of MEN staff. The set of all MEN personnel involved with the Lecture Pour Tous program amounts to 1,307 staff; a random selection was made to obtain 262 respondents. After processing, the final number was 256 respondents, of which 74 at the central level and 182 at the decentralized level.

For each establishment, alternate staff members were identified – always randomly – to compensate for any unavailable respondents. Ultimately, 187 staff from the sample group and 73 staff from the back-up sample group were surveyed.

Data collection and quality control

Three research specialists conducted the MEN KAP survey. They pre-tested and revised the questionnaire together in accordance with the prepared Guide to Administering the MEN KAP Survey.

The questionnaire was administered through tablets. The experts met all respondents in groups to explain the aim of the survey and how to respond to the questionnaire. A question and answer session allowed the respondents to get further clarification. All respondents then completed the questionnaire independently on the tablets. During this phase, no further question was allowed in order not to influence responses.

Main results

This baseline survey was undertaken in January 2018, after more than one year of Lecture Pour Tous program implementation. Although this survey will be used as the starting point for Lecture Pour Tous program monitoring purposes, knowledge, attitudes and practices of respondents around early grade reading had most probably already been influenced by program activities, and potentially, past early grade reading (EGR) activities in Senegal.

This MEN KAP survey provides data to achieve three objectives: (1) measure Lecture Pour Tous Indicator 13, which tracks progress made by MEN technical staff in their understanding of key reading themes and the national reading reforms; (2) assess progress toward Output 2.1 of Lecture Pour Tous, which is to improve coordination and communication about reading, in a more comprehensive way that goes beyond understanding of reading themes; and (3) help inform the MEN and Lecture Pour Tous of the needs and strategies to achieve Output 2.1 of the Lecture Pour Tous program.,

Regarding Indicator 13, the study showed that at the time of survey administration early in program period, 44.1% of MEN technical staff were shown to have “understanding of key reading themes and the [planned] national reading program,” demonstrated by a score of 80% or more desired answers. This score includes their perception of coordination and communication around the new reforms and of their own roles in promoting the reading reforms.

Although fewer than half reached the 80% threshold, more than two-thirds (69%) earned a score of 70% or more. The staff surveyed at the decentralized level had a slightly greater level of desired responses (46%) than the staff polled at the central level (39%).

Coordination

To assess coordination around the national reading reforms, the survey focused on the perceptions of MEN staff. Fewer than half (48%) of respondents agree that coordination between and within the two levels (central and decentralized) is good. Just one-third (38%) believe there is good coordination between the decentralized technical services of the MEN and local authorities.

Communication

However, most respondents already demonstrated basic understanding about reading. In the knowledge category, two-thirds of respondents obtained scores of 80% or more and nearly everyone earned scores of at least 70%. Furthermore, the respondents' attitudes about external communication were positive (71%). However, only roughly half (49%) had positive attitudes about the effectiveness of internal communication.

Ministry staff at central and decentralized levels understand the roles and responsibilities of the MEN administrative services with regard to implementation of the Lecture Pour Tous program and the national reading reforms (61%). A large majority of respondents say they know what their own role is in supporting the reforms in bilingual reading instruction (83%), as well as the role of parents and communities (99%). In addition, they all agree that the lessons learned at the decentralized level should be used at the central level (95%).

More than half the respondents reported participated in the six preceding months as organizers or attendees at events promoting themes related to early grade reading. Half the persons surveyed had received or issued official guidance about the importance of early grade reading and the advantages of using local languages. Over half had advocated for the use of national languages (57%) and nearly two-thirds reported that they had advocated for early grade reading (63%). Moreover, more than 80% of the persons surveyed reported that they themselves had talked with colleagues or members of their social groups about the importance of early grade reading and the advantages of using local languages for early grade reading.

Sources of information about Lecture Pour Tous and the national reading reforms

The results of this 2018 MEN KAP also helped to identify the sources of information used by MEN staff to better understand reading themes and the objectives of the Lecture Pour Tous

program and the national reading reforms. Colleagues (36%) were the biggest source of information. Several sources of information are part of the MEN structure (teachers, official guidance at the central level and presentations made at meetings). Television also influenced more than one-fourth of respondents. Other mass media (newspaper, radio, website) influenced approximately 20% of the MEN staff. Slightly fewer respondents mentioned academic sources (website, technical reports and scientific reports). Social sources were the least frequently mentioned.

Comparison of KAP responses between the two levels (central and decentralized)

For most of the questions, respondents at both levels (central and decentralized) had similar answers; however, there were significant differences for certain questions. The percentage of staff at the decentralized level who said they had received information surpassed the percentage of central staff by 15 percentage points for the importance of early grade reading and by 12 percentage points for instruction in national languages. In addition, staff at the decentralized level had considerably more positive attitudes than those at the central level about coordination and communication around Lecture Pour Tous and the national reading reforms: good coordination at their own level (11%), effectiveness of external communication (18%) and awareness of their own roles in Lecture Pour Tous deployment and the national reading reform (25%). However, more staff at the central level than at the decentralized level said that they had advocated for early grade reading, the national reading reforms, and Lecture Pour Tous objectives over the last six months.

Conclusion

One year after the contractual start of the Lecture Pour Tous project funded by USAID but before the beginning of formal programming to increase communication and coordination among MEN staff about the national reading reforms, knowledge, attitudes and practices around early grade reading are already well established among MEN staff at central and decentralized levels. However, the results of this initial KAP study demonstrates that MEN staff can yet benefit from greater coordination and communication around Lecture Pour Tous and the national reading reforms to improve their knowledge and thereby ensure the sustainability of the reforms. The vast majority of MEN staff are taking ownership of the national reading reform: more than two-thirds earned a score of 70% on the questionnaire. Nevertheless, although basic knowledge of the early grade reading themes is quite widespread among the MEN staff, each source of information seems to be underused. Except for communication amongst colleagues, no source of initial information from within the MEN or the Lecture Pour Tous program had reached even one-third of the staff. Half the respondents believed at the time of the survey that internal communication and coordination about Lecture Pour Tous and the national reading reforms are insufficient. Nearly half had not advocated for the use of national languages in the last six months. In general, coordination and communication were more effective at the decentralized than at the central level.

Take-Aways for Program Implementation

- 1) Continue to implement the action plans laid out in the communication strategy to foster the success and sustainability of interventions supported by Lecture Pour Tous and integrated into the national reading reforms generally by improving knowledges, attitudes and practices of MEN staff
- 2) Ensure there are improvements to coordination and communication between staff at the central level and staff at the decentralized level, as only 48% respondents reported coordination between levels as good.
- 3) For program implementation in the coming years, it may be helpful to reinforce the knowledge and bring about a change in the attitudes of religious and community leaders so they can play a role in disseminating information about the importance of early grade reading, as only 3.9% of the respondents reported that they had received communication about Lecture Pour Tous from religious leaders.
- 4) Mass communication (radio, television, newspapers) will need to be increased to inform and raise awareness among as many people as possible about reading and the value of using national languages for reading instruction in the early grades of primary school.

I OVERVIEW OF THE LECTURE POUR TOUS PROGRAM AND INTRODUCTION TO THE MEN KAP SURVEY

The government of Senegal, through its *Ministère de l'Éducation Nationale* (MEN), launched in May 2017 the *Programme national "Lecture pour Tous"* as a major reform to significantly boost reading outcomes for early grade students in primary schools by using the national languages. This initiative is supported by USAID through the project referred to as Lecture Pour Tous.

Lecture Pour Tous began operating in late October 2016 and will run through July 2021 with the main objective of significantly increasing reading outcomes for students in the first years of instruction in primary schools and *daaras*. This technical assistance program has three objectives: (i) improve early grade reading instruction in public primary schools and *daaras*; (ii) improve delivery systems for early grade reading instruction; and (iii) improve parent and community engagement in reading. To this end, the program supports early grade reading instruction in the national languages in primary schools and *daaras*. The Lecture Pour Tous objectives include communication activities which aim to help MEN staff to understand and take ownership of the objectives and outcomes expected of the national reading reforms and to better collaborate to ensure the program's success.

1.1 Objectives of the MEN KAP survey

The MEN KAP survey is part of a series of Lecture Pour Tous monitoring and evaluation activities (communication to help the MEN staff take ownership of the program). Over the course of implementation of the Lecture Pour Tous program, three KAP (knowledge, attitudes and practices) surveys will be conducted among MEN staff. The first of these surveys was administered one year into the early stages of the program before formal programming related to improving internal communications and coordination around the national reading forms; the results from this round of data collection are presented in this report. The survey will be conducted again at the mid-point (in year three) and at the end of the program (in year five)¹. The goal of this MEN KAP survey is to take a snapshot of the knowledge, attitudes and practices of the technical staff of the MEN vis-à-vis the main themes related to the teaching and learning of reading and their roles and responsibilities under the national reading reforms.

These MEN KAP surveys have two specific monitoring and evaluation objectives: (1) assist in the gathering of data for Lecture Pour Tous Indicator 13, which reports on the progress made by MEN technical staff in their understanding of key reading themes and the national reading reforms and (2) provide data to help assess progress toward Output 2.1 of the Lecture Pour Tous

¹ The USAID-funded Lecture Pour Tous Activity was awarded in late October 2016. Data collection for this first KAP survey was undertaken in January 2018. This data collection serves as the first round for the KAP surveys but is not a true baseline in that the responses collected could have already been influenced by initial Lecture Pour Tous program activities. During the first program year, various opportunities were used to inform different actors about Lecture Pour Tous and the national reading reform before the more targeted activities to improve internal and external communications had begun. Some of the respondents of the survey had already taken part in Lecture Pour Tous program activities. It should also be noted that Lecture Pour Tous is not the first TA program supporting the national reading reform. Previous programs such as PALME have influenced knowledge, attitudes and practices with regard to early grade reading.

program, which is to improve coordination and communication about reading. A third objective is to (3) identify the sources of information that influence and are used by the respondents. Information about these sources will guide the Lecture Pour Tous deployment team in selecting future communication activities.

We wish to draw attention to some terminology issues encountered in relation to the data collection tools and analysis that could have an effect on how the data are interpreted or some uncertainty regarding what aspects, exactly, respondents are understanding related to the reading reforms and how this might change over time independently from effects intended by program interventions.

The survey was undertaken as part of a USAID Activity providing technical assistance to the MEN in support of a planned national program for reading, or national reading reforms. This USAID Activity is now referred to as Lecture Pour Tous. At the time of the survey and per the marking used on program materials, the MEN's national reading reform efforts were referred to as the *Programme national "Lecture Pour Tous."* This is in accordance with language used by the Minister of Education of Senegal when announcing the major initiative for reading reform in May 2017. The questionnaire of the survey thus uses the term "*Programme national Lecture Pour Tous*" when questioning Ministry staff about communication and collaboration around the national reading reforms. One reason this term was used was that while this first survey was intended as a baseline and thus was conducted before the MEN's program had begun in a fully structured way, the hypothesis was that knowledge of and coordination around the *Programme national "Lecture Pour Tous"* would increase at the midline and endline points of survey data collection. Furthermore, the survey did not refer explicitly to USAID support to this program or of these reforms except for a single question.

However, since the survey was conducted – and also possibly to some degree before – people in Senegal have begun to conflate the national reading reforms as led by the MEN with the USAID Activity Lecture Pour Tous, particularly as the names are the same. Because of this, it is difficult to know to what extent respondents may have been thinking about the USAID Activity when the intention of the survey was to measure understanding about the national reforms. For the purposes of this report, we use the term "national reading reforms" to refer to the Ministry's efforts, though these were called the *Programme national Lecture Pour Tous* in the survey questionnaire. Lecture Pour Tous is used to refer to the USAID Activity only. At this time it is unclear whether the MEN will continue to use the name "Lecture Pour Tous" widely in internal and/or external communications as the name of its national reading program. Regardless, there may remain some uncertainty about when respondents are thinking about the national reading reforms in their responses and when they are thinking more specifically of USAID's investments and activities in support of these reforms.

1.1.1 Assist in the establishment of data for Lecture Pour Tous Indicator 13

AMELP Indicator 13

Percent of targeted MEN directorates, chefs de divisions, and regional key staff surveyed demonstrating awareness and understanding of key themes related to early grade reading and the national reading program

This indicator measures MEN staff awareness and understanding of key themes related to early grade reading and the objectives and main strategies of the national reading program (Program national “Lecture Pour Tous”). Specifically, it is the proportion of MEN staff surveyed whose overall responses demonstrate a rating of “good” or above for awareness and understanding as measured by the survey’s scale.

Targeted population includes: MEN staff at the central, regional, and departmental levels who are intended to be involved in the “*Lecture Pour Tous*” national program.

The specialized knowledge, attitudes and practices (KAP) survey for MEN staff will focus on their current level of awareness related to the importance of early grade reading, effective approaches to teaching early grade reading, and the engagement of many different kinds of actors for its success, as well as on understanding of their roles and responsibilities and MEN systems related to core reading program elements — policies, plans, strategies, and objectives.

Source: Activity Monitoring, Evaluation Plan (AMELP), Version 2 approved July 2018

1.1.2 Provide data to help assess progress toward Outcome 2.1 of the Lecture Pour Tous program

Output 2.1: Coordination and communication about early grade reading increased. The results of the MEN KAP survey also contributes to the monitoring and evaluation of the effectiveness of Lecture Pour Tous activities, specifically those intended to increase coordination and communication about reading for early grade students, and the practices adopted by MEN staff to support the national reading reforms.

The communication strategy developed by the Lecture Pour Tous program in collaboration with the Ministry has three components: internal communication within the Ministry; external, or mass, communication; and grassroots communications with a subset of school-communities. The goal at the institutional level is to communicate about the program and about how the Ministry can organize itself for optimal management of reading reforms and the bilingual approach. The planned activities are described in the Communication Strategy. The KAP survey makes it possible to record the changes brought about by communication in the knowledge, attitudes and practices of MEN staff, at the central and decentralized levels, with regard to the reading program and the bilingual approach. In addition, the KAP survey provides information about perceptions of the MEN's coordination and communication efforts and the program to foster its success and sustainability, along with the staff perceptions of their own roles and responsibilities under the program. Results of the KAP survey showed a need for strengthening MEN communications between central and decentralized level.

1.1.3 Analysis of sources of communication about the national reading reforms

There are many potential sources of information to develop a better understanding of the national reading reforms. It is important to have a good grasp on the most effective sources and the extent to which they are used in order to reach a given audience and to better orient Lecture Pour Tous and national reading reform communication activities.

1.2 Survey methods

The MEN KAP survey is a quantitative study of MEN technical staff using a structured, standardized questionnaire (see Appendix 10.2: Copy of 2018 MEN KAP Survey). It will be repeated twice before the end of the project to demonstrate the progress made in the knowledge, attitudes and practices of MEN staff with regard to early grade reading instruction in the national languages.

The population of the MEN KAP survey was limited to MEN staff who work in central and decentralized institutions and are involved in some way in the national reading reforms (see 10.3 List of Institutions Comprising the MEN KAP Survey Population). Sixteen institutions were selected at the central and decentralized levels. The three decentralized institutions are divided into six sites for the IAs and CRFPEs and 18 sites for the IEFs at the departmental/district levels. All these establishments are involved in the success of the national reading reforms, though some of them more than others.

The MEN KAP survey questions address reading themes that are "important or very important". The questionnaire was developed by the consultants in conjunction with the LECTURE POUR TOUS team. The preferred responses serve as "proxies", meaning that they show how much importance the respondent attaches to reading themes. A score of 80% correct answers on the MEN KAP questionnaire (see 10.4 MEN KAP Questionnaire with Correct Answers) is interpreted as a proxy to indicate that the respondent believes that the majority of the reading themes are important or very important. The percentage of all respondents who earn a score of 80% is the MEN KAP survey contribution to Indicator 13 (see Appendix 10.5 Table: Score and Percentage of Correct Answers by Each Respondent to KAP Questionnaire).

1.3 Enumerator training

An international specialist in quantitative survey design and analysis trained two other researchers locally, including one MEN employee in charge of MIRADOR. Their training was carried out in two stages using an administration guide (see Appendix 11.6) used as a reference document for conducting the survey. The training included:

A theoretical phase in which the survey specialist explained the entire process for administering the questionnaire, from making contact with the managers of the institutions to the completion of interviews; the substitution procedure to use in the event of absences; and how to back up the data in the tablets.

A practical phase during which the survey specialist administered the questionnaire and the research assistants observed. The three researchers together met with several central MEN units and each time the survey specialist explained how the survey would be administered, what would be expected of the different MEN offices, and what should be avoided in order to protect the validity and reliability of the survey data.

I.4 Sample group

I.4.1 Target population and geographic area covered by the survey

The targeted population consists of administrative staff who work in central and decentralized institutions and are implicated in the success of the national reading reforms.

The central establishments were the divisions and departments of the MEN. They are: *Cellule Informatique du Ministère de l'Education (CIMEN)*, *Direction de l'Administration Générale et de l'Équipement (DAGE)*, *Direction des Affaires Juridiques des Liaisons et de la Documentation (DAJLD)*, *Division de l'Enseignement Arabe (DEA)*, *Direction de l'Enseignement Élémentaire (DEE)*, *Direction de l'Enseignement Moyen Secondaire Général (DEMSG)*, *Direction de l'Education Préscolaire (DEPS)*, *Direction de la Planification et de la Réforme de l'Education (DPRE)*, *Direction des Ressources Humaines (DRH)*, *Inspection des Daaras Modernes*, *MEN Cabinet/SG*, *Institut National d'Etude et d'Action pour le Développement de l'Education (INEADE)*, *Direction des Examens et concours (DEXCO)*, *Direction de la Formation de la Communication (DFC)*, *Direction Radio-Télévision Scolaire (DRTS)* and *Centre National de Ressources Educationnelles (CNRE)*.

The decentralized establishments were the *Inspections d'Académie (IA)*, *Inspections de l'Education et de la Formation (IEF)* and the *Centres Régionaux de Formation du Personnel de l'Education (CRFPE)*. The scope of the survey at the decentralized level comprises the administrative regions of Kaolack, Kaffrine, Fatick and Matam, which are already covered by Lecture Pour Tous, as well as Louga and Diourbel, which are not yet in the program. These areas coincide with the IAs and IEFs of the same geographic zone.

I.4.2 Sampling method

The method used to select the sample group of MEN personnel was systematic sampling, or sampling at intervals. This method defines a fixed interval between each unit included in the sample. This method was chosen because of the advantages it affords: sample selection is easier and the sample is distributed in equal proportions across the target population.

The final sample was composed as follows:

CENTRAL LEVEL	
Structures	Numbers
SG/Cabinet	3
Directorate for Planning (DPRE)	8
Directorate for Elementary Education (DEE)	4

Directorate for Training and Communication (DFC)	5
Directorate for Exams (DEXCO)	6
Directorate for Human Resources (DRH)	6
Daara Inspectorate (ID)	2
DEA	1
INEADE	8
DAGE	8
CIME	3
CNRE	2
DAJLD	4
DEMG	7
DEPS	3
DRTS	4
TOTAL	74

DECENTRALIZED LEVEL	
IA	Numbers
Fatick	9
Kaffrine	3
Kaolack	10
Matam	5
Diourbel	3
Louga	5
TOTAL	35
CRFPE	Numbers
Fatick	7
Kaffrine	4
Kaolack	9
Matam	3
Diourbel	7
Louga	7
TOTAL	37
IEF	Numbers
Fatick	6
Foundiougne	6
Gossas	4
Dioffior	5
Kaffrine	6
Birkelane	3
Malem Hodar	3

Koungheul	4
Kaolack Commune	6
Kaolack Département	4
Nioro	10
Guinguinéo	4
Matam	5
Kanel	4
Ranérrou	4
Diourbel	6
Mbacké	6
Bambey	5
Louga	8
Linguère	7
Kébémér	4
TOTAL	110

The sampling was completed in conjunction with the MIRADOR administrator at the MEN. MIRADOR is the management application used for all human resources at the MEN and the *Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Artisanat* (MFPAA, or Ministry of Vocational Training, Apprenticeships and Crafts). It is a database which inventories all the teaching and administrative staff of the MEN and the MFPAA.

The method was implemented in four steps:

MIRADOR query: After querying MIRADOR, a total of 1,307 staff members were identified at the central and decentralized levels. Running a query in MIRADOR consists in asking the application to extract information which has certain characteristics from a large database. In this specific case, MEN teaching staff and all MFPAA staff were excluded from the selection. Therefore, the query targeted only those members of the administrative personnel who work in the central establishments (divisions and departments) and in the decentralized establishments (IA, IEF and CRFPE). The 1,307 staff members were numbered from 1 to 1307.

Application of sampling formula: We applied the sampling formula with a 5% margin of error and a confidence interval of 95% ($n = (z)^2 p (1 - p)/d^2$) and obtained a representative sample of 293 staff.

Determination of sampling interval: The total population (1,307) was divided by the sample group obtained (293). This yielded an interval of 4.46, rounded to 5.

Choice of selection starting point: After a random drawing of numbers between 1 and 5, the number returned was 1. Therefore, the sample group was formed from the individuals in the first, sixth, eleventh positions and so on. An Excel sheet containing the entire population made it possible to draw at intervals of 5. Thus, 262 staff were selected, divided between the central and

decentralized levels with a random system for identifying alternates. After processing, the final number was 256 respondents, of which 74 at the central level and 182 at the decentralized level (see Appendix 11.7 Tables of KAP Sample and Alternates, Excel worksheet, PDF).

Then, for each establishment, alternate staff members were identified – always randomly – to compensate for any unavailable respondents. Ultimately, 187 staff from the sample group were surveyed and 73 staff from the back-up sample group were surveyed. In other words, 61% of the staff surveyed belonged to the sample group, versus 39% from the alternate pool. These alternates were persons whose names immediately followed the staff in the sample group. If the staff member to be surveyed was absent, the person who came immediately after him/her in the MIRADOR list was the designated replacement. If that staff member was also absent, his/her immediate successor was chosen. If the next person in the list was located at a different establishment, then the person immediately preceding the absent individual was chosen. To prevent the heads of the establishments from choosing the respondents and alternates, the list of targeted staff was sent to them well in advance of the visit and explanations were provided to preserve the random nature of the sample group.

1.5 Ethics and consent procedure

Each research assistant was required to introduce the survey objectives to the respondents. In the questionnaire itself, a detailed explanation was given. Most importantly, the respondents were given the option not to participate in the survey if they did not wish to. They simply had to check the box "I decline" and return the tablet to the enumerator.

It was also clearly stated to the respondents that their answers would remain confidential and anonymous and that all the results would be used exclusively for the scientific purposes of analysis. The data would not be published in a way that identified them.

1.6 Data collection and quality control

Data collection took place in three phases: data collection at the central level, at the decentralized level and again at the central level. It was carried out from January 3 to 24, 2018. The collection phase in the decentralized establishments was the longest phase with 10 days of work.

1.6.1 Data collection tools

The collection tool was a single questionnaire for all targets. It was drawn up by the team of consultants and approved by the project team. The questionnaire contained four sections (see Appendix 11.2 Copy of 2018 MEN KAP Survey, PDF):

- General information
- Knowledge, including sources of information
- Attitudes
- Practices

The questionnaire comprised 51 questions, all but two of which were closed questions.

The questionnaire was entered in tablets on which the participants responded directly. The input software was Survey Solutions, which was developed by the World Bank for use also by others for designing and administering surveys electronically.

1.6.2 Testing of the collection tool

Before gathering data, the questionnaire was tested on a set of staff in Dakar. An area outside the scope of the survey was needed to avoid interfering with the survey itself. Therefore, the MEN KAP questionnaire was tested at the Rufisque I IEF and the Rufisque CRFPE.

The test led to the revision of the questionnaire with improvements to the wording of certain items, based on questions asked by the respondents and in anticipation of difficulties in the field. It also made it possible to estimate the overall time needed to administer the questionnaire, including the time needed to make contact with the managers of the establishments and to assemble the staff to be surveyed.

Thus, it was decided to give advance notice to all the establishments concerned and to thoroughly prepare for the survey beforehand to optimize time management and make it easier to locate the persons to survey once on site.

The questionnaire testing phase was also an occasion to train the team members (the two research assistants). For example, questions about using the tablets were resolved during this questionnaire testing phase.

1.6.3 Data collection procedure

The data was gathered from the MEN staff at the central level comprising 16 establishments (see Appendix 11.3) and in the six IAs concerned, the 21 IEFs and six CRFPEs. The consultant and the two research assistants traveled to the sites to survey the targeted persons. At the central level, a schedule was drawn up to enable the three research assistants to harmonize their practices. At the decentralized level, the enumerators were split into two teams: one enumerator for the Northern zone (Matam and Louga) and two enumerators for the Central zone (Kaolack, Kaffrine, Fatick and Diourbel). (See Appendix 11.8 KAP Survey Schedule, Central Establishments).

To facilitate data collection, an introductory letter was sent by the MEN to the various managers to notify them of the survey and of the arrangements they should make to ensure its success (see Appendix 11.9 2018 MEN KAP Introductory Letter). The introductory letters were sent to the establishments by email. In some establishments, the managers received the information before the team arrived. In others, the managers who had not checked their email were notified by the enumerators once they arrived on site, bearing a copy of the introductory letter. They willingly agreed to make the targeted staff available to the team.

Some targeted staff were absent for a variety of reasons: on leave, retired or transferred to other separate establishments of the MEN. They were replaced from the list of alternates created for this purpose.

In the future, attention should be focused on notifying the directors and department heads. Some even suggested sending a physical version of the notification letter and calling the managers, in addition to the email.

In the field, the approach each time was to meet with the manager of the establishment. The team explained to him the purpose of the survey, provided the list of staff concerned and proceeded to make any replacements necessary. Then, the staff were given instructions on responding to the questionnaire: individual answers with no talking until they had finished answering and returned the tablets. The survey generally lasted between 40 minutes and one hour.

The questions asked by respondents were generally linked to a lack of knowledge about the program and the requirement to answer "true" or "false" to the questions with no other alternative. Overall, the staff showed a lot of interest in the questionnaire.

In some places, the manager expressed doubts about the ability of a given staff member to answer the questionnaire or attempted to replace him/her with another deemed more capable or more involved. In these cases, the team politely declined the replacement offer, explaining the need to adhere to the random sample group.

There was no reluctance to participate in the survey. The only criticisms pertained to the fact that no advance notice had been given. In one division at the central level, a staff member refused to respond and made his refusal known publicly. In one of the regions not yet covered by the program, the participants were hesitant to answer the questions about communication and coordination. They said that they were not comfortable responding with "Agree completely", "Agree", "Disagree" or "Disagree completely" on subjects about which they claimed to know nothing for the moment. They suggested adding "No opinion" or "I don't know" as answers.

1.6.4 Data processing

The data collected in each tablet was sent directly to the consultant via the synchronization system. Thus, at the end of the survey, all the information was located in a Survey Solutions platform which enabled the data to be exported to various software applications, such as Stata and SPSS. All the data was exported to SPSS. The consultant cleaned the data. Six records were deleted because they did not contain any information.

For quantitative data (derived from the answers to closed questions), non-responses were recoded to 0 and "true" and "false" were replaced with 1 or 0. "Agree completely" and "Agree" were coded as 1 and "Disagree" and "Disagree completely" were converted to 0. SPSS and Excel software was used to generate tables and graphs to analyze the quantitative data.

For qualitative data (derived from the open-ended question about other sources of information), only the answers given by respondents were considered. They were categorized for analysis.

I.7 Limitations of the survey

There were two main types of limitations:

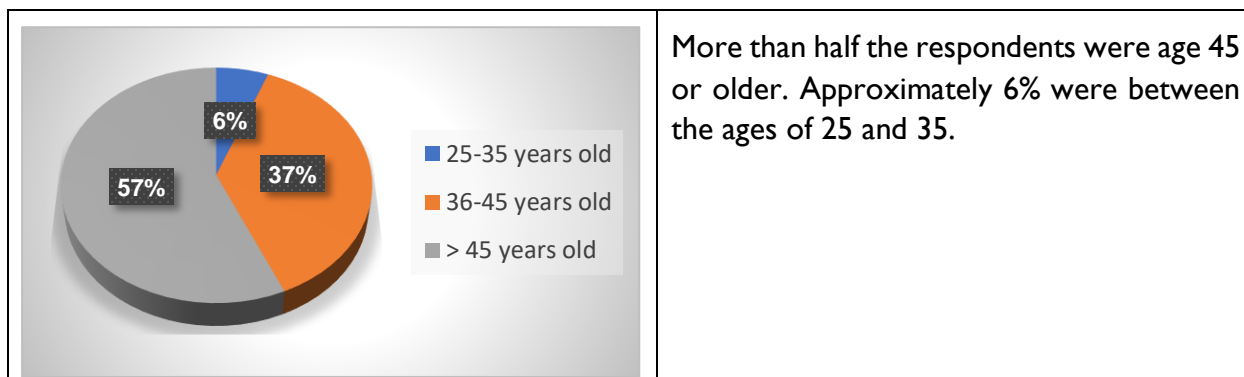
- (a) **The timing of data collection.** This first survey, initially intended as a baseline, was undertaken in January 2018, after roughly a year of initial Lecture Pour Tous program implementation. Although this survey will be used as the first data point for Lecture Pour Tous program monitoring purposes, knowledge, attitudes and practices of respondents around early grade reading had most probably already been influenced by program activities in addition to past reading programs. Nevertheless, at the time of this first survey Lecture Pour Tous and the MEN had not yet started its targeted activities specifically meant to improve internal communications and coordination in favor of the national reading reforms, and increases in the scores related to knowledge/understanding, attitudes and practices should be expected between now and the KAP midline and endline.
- (b) **The unavailability of some of the staff to be surveyed.** Some managers of the targeted MEN units who were selected randomly in the original sample did not take the survey because, they said they had a meeting or were otherwise unavailable. These individuals were then replaced with other MEN staff through another random selection to replace them, but it is possible that this affected the sample given that managers are those with more ability to decline to take the survey. The extent of this possible effect is not known but it is something the survey administrators will try to minimize in future rounds of data collection. It is interesting to note that others managers, however, wanted to stand in for a staff member to answer the questions better but the survey administrators insisted on using the randomly selected sample of individuals.

2 DATA ANALYSIS AND RESULTS

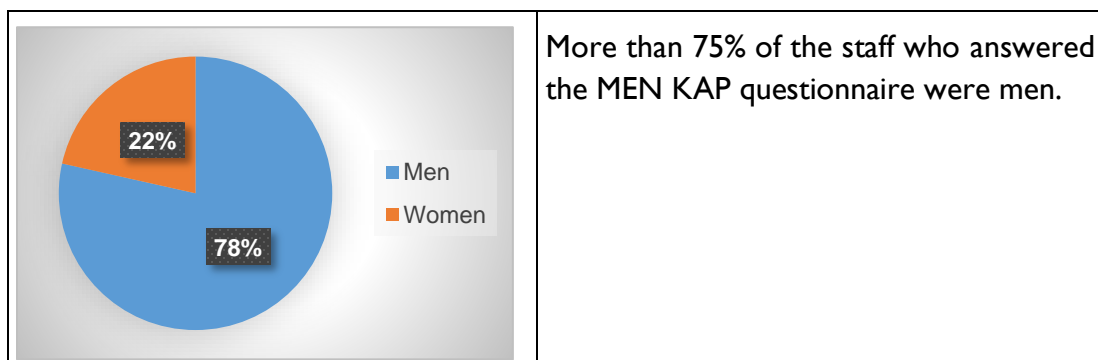
2.1 Description of the population

This section briefly describes the MEN staff who responded to the MEN KAP questionnaire.

2.1.1 Age



2.1.2 Gender



2.1.3 Central and decentralized levels

	Staff level	Percentage	With more than two-thirds of all respondents, the decentralized level was more represented than the central level.
Central level	74	28.9	
Decentralized level	182	71.1	
Total	256	100.0	

2.1.4 Central level

	Staff level	Percentage	The DPRE, INEADE and DAGE were the most represented establishments at the central level. The DEA, ID, DEPS and DEMSG were the least represented.
MEN cabinet/SG	3	4.1	
DPRE	8	10.8	
DEE	4	5.4	
DFC	5	6.8	
DEXCO	6	8.1	
DRH	6	8.1	
ID	2	2.7	
DEA	1	1.4	
INEADE	8	10.8	
DAGE	8	10.8	
CIME	3	4.1	
CNRE	2	2.7	
DAJLD	4	5.4	
DEMG	7	9.5	
DEPS	3	4.1	
DRTS	4	5.4	
Total	74	100.0	

2.1.5 Decentralized level

	Staff level	Percentage	The regions were represented proportionally in line with their share of the MEN staff. Kaolack and Fatick were the most represented. Taken together, they accounted for nearly half the agents surveyed (43.9%). They were followed, in descending order, by Louga, Diourbel and Kaffrine. The Matam IA was the least represented.
Fatick	37	20.3	
Kaffrine	23	12.6	
Kaolack	43	23.6	
Matam	21	11.5	

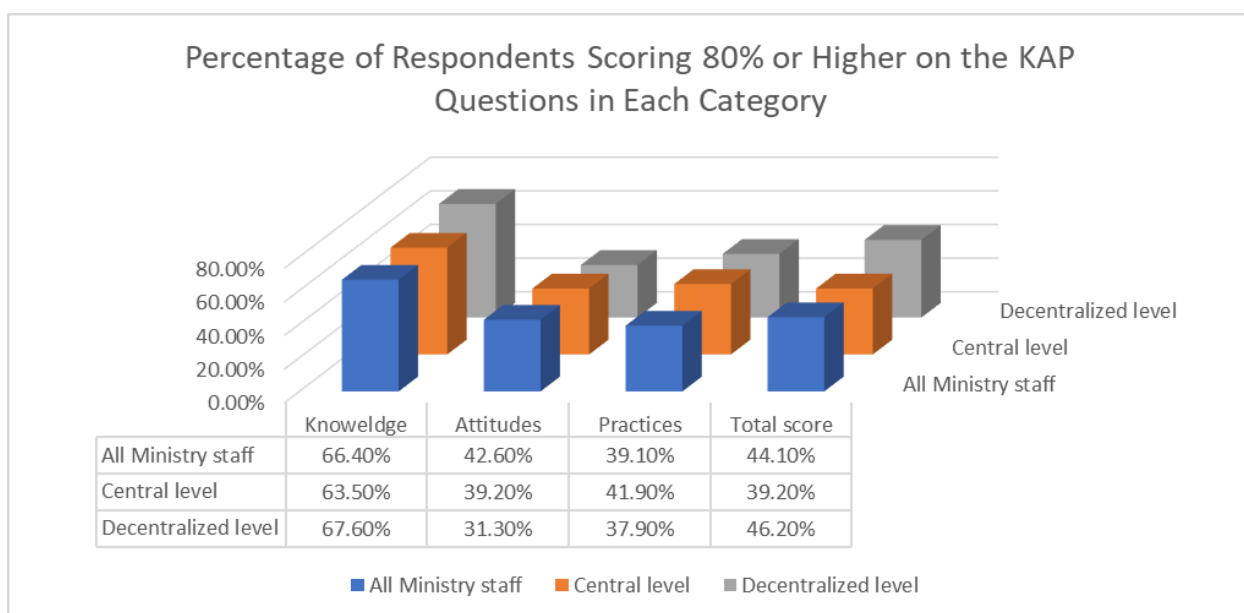
Diourbel	27	14.8
Louga	31	17.0
Total	182	100.0

2.2 Survey results

The MEN staff responded to a total of 45 questions, consisting in 25 "Knowledge" questions, 13 "Attitudes" questions and 7 "Practices" questions. The following tables give an overview, comparing the overall results for all the staff surveyed, for those working at the central level and for those working at the decentralized level. The results are presented for the questionnaire as a whole and separately for the sections devoted to the respondents' knowledge, attitudes and practices.

2.2.1 Percentage of respondents who earned scores of 80% or more

	K Knowledge	A Attitudes	P Practices	Whole KAP
All MEN	66.4	42.6	39.1	44.1
Central	63.5	39.2	41.9	39.2
Decentralized	67.6	31.3	37.9	46.2



The results of this 2018 MEN KAP made it possible to record the percent of achievement by MEN staff vis-à-vis Indicator 13 at the time of measurement. It was ascertained that 44.1% of MEN technical staff received a score of 80% or higher and, therefore, believe that the majority of the reading themes are important or very important. This score on awareness and understanding of the key themes related to reading is based on the positive knowledge, attitudes and practices they confirmed in their responses to the 2018 MEN KAP survey (baseline). This score includes their perception of coordination and communication around the national reading reforms and of their own roles in promoting the national reading reforms.

The 80% score threshold was met by 44% of all the MEN personnel, broken down to 46% for staff at the decentralized level and 39% at the central level.

2.2.2 Percentage of respondents who earned a score of 80% or more

MEN Staff Levels	KAP % Scores
All	44.1
Central	39.2
Decentralized	46.2

Although fewer than half reached the 80% bar, more than two-thirds (70%) earned a score of 70% or more. Far more staff at the decentralized level (42%) than at the central level (27%) attained at least 70% despite their better score for the 80% figure.

2.2.3 Percentage of respondents who earned a score of 70% or more

	Less than 70%	71%-79%	80% or more	Over 70%
All MEN	30.5	25.4	44.1	69.5
Central	27.0	33.8	39.2	73.0
Decentralized	41.9	22.0	46.2	68.0

2.2.4 Results on the perception of communication and coordination around early grade reading reforms (Output 2.1)

As explained earlier, communication around early grade reading reforms had taken place even before the start of the Lecture Pour Tous program and the recent national reading reforms. It can be presumed that this communication has influenced the results of this January 2018 study. In the knowledge category, where two-thirds of respondents obtained scores of 80% or more and nearly everyone earned scores of at least 70%. Furthermore, the respondents' attitudes

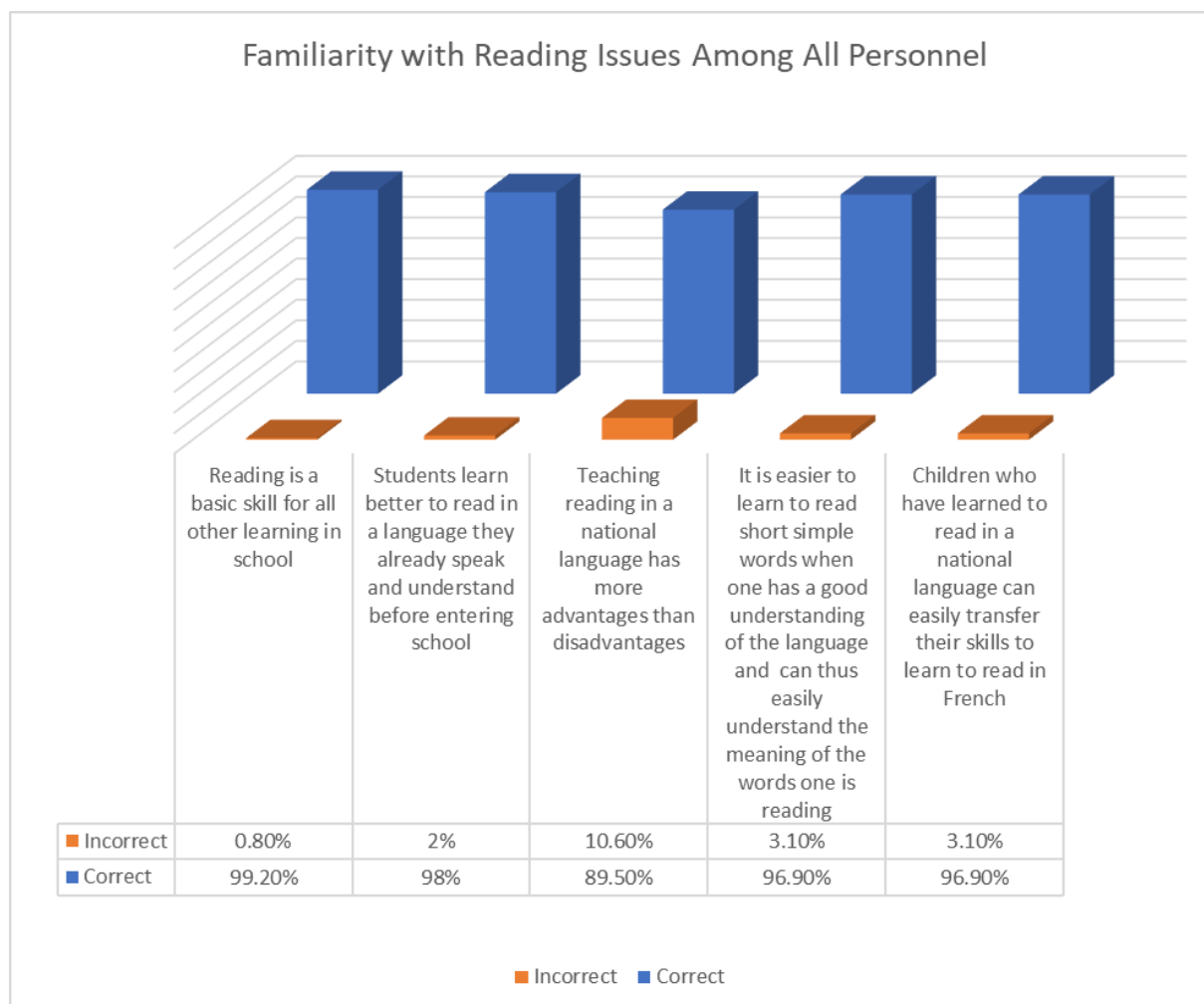
about external communication were positive (71%). Nevertheless, only half (49%) had positive attitudes about the effectiveness of internal communication.

2.3 Knowledge of the objectives of the Lecture Pour Tous program and the national reading reforms among all staff

The "knowledge" section of the questionnaire addressed four questions about the objectives of the Lecture Pour Tous program. The goal was to test the extent to which these objectives were known by the MEN officers.

2.3.1 Knowledge of objectives among all staff

	Correct answers	Incorrect answers
Q09: Improve reading instruction in the early grades of primary school at public schools and <i>daaras</i>	96.1	3.9
Q10: Improve the size of classes for reading instruction in the early grades of primary school (False = Correct)	53.9	46.1
Q11: Improve the reading instruction system in the early grades of primary school	96.9	3.1
Q12: Improve the participation of parents and the community in reading instruction in the early grades of primary school	87.1	12.9



The MEN staff are knowledgeable about the objectives of the Lecture Pour Tous program. The desired responses exceeded 80% for questions 9, 11, and 12. For question 10, however, 54% of the staff mistakenly believed that one of the Lecture Pour Tous objectives is to "improve the size of classes for reading instruction in the early grades of primary school", whereas Lecture Pour Tous does not address the problem of class size.

Staff at the central and decentralized levels behaved in the same way with regard to knowledge about Lecture Pour Tous objectives. Overall, the objectives are known.

2.3.2 Knowledge about the conditions necessary to the success of the national reading reforms

After the questions about the Lecture Pour Tous objectives, three questions were asked about the reading reform context and the conditions necessary to their success.

Table: Conditions necessary to the success of the national reading reforms known by all staff

	Correct answers	Incorrect answers
Q13: Each classroom has enough reading materials suited to reading in a national language	71.1	28.9
Q14: The teachers are specifically trained to teach reading in a national language	55.9	44.1
Q15: The school directors are trained in reading instruction in a national language and in supporting teachers	80.9	19.1

According to the MEN staff, the training of directors (81%) seemed to be the essential condition for the success of reading reforms. The availability of reading materials in the classrooms was only deemed important by 71% of respondents. However, fewer than 60% believed that training teachers specifically to teach reading in a national language is important.

2.3.3 Knowledge of reading themes among all staff

Lastly, general questions were asked about reading instruction and the learning process.

Table: Knowledge of reading themes among all staff

	Correct answers	Incorrect answers
16. Parents of students can help their children practice reading at home even if they are illiterate.	66.8	33.2
17. All children, regardless of gender, disability or any other condition, have the right to receive public reading instruction.	98.8	1.2
18. Generally speaking, girls and boys have the same ability to learn to read.	85.9	14.1
19. Children who do not learn to read in the first three years of school have trouble bridging this gap and keeping up with their schoolmates in later grades.	91.4	8.6
20. Reading is a basic skill for all other learning in school.	99.2	0.8

21. Students learn to read better in a language they already speak and understand before entering school.	98.0	2.0
22. Teaching reading in a national language has more disadvantages than advantages. (False = Correct)	89.5	10.6
23. It is easier to learn to read short, simple words when one has a good understanding of the language and can thus easily understand the meaning of the words one is reading.	96.9	3.1
24. The strategy of using a national language alongside French in the early grades of primary school, especially for reading instruction, is effective.	95.3	4.7
25. Children who have learned to read in a national language can easily transfer their skills to learn to read in French.	96.9	3.1
26. Normally, the lesson plan in the early grades of primary school should include at least 60 minutes per day for nothing but reading	90.6	9.4
27. A child should practice reading for 5 to 10 minutes per day at home to master reading	91.8	8.2
28. I know the national language reading performance standards (provisional or approved) for students in CI (equivalent to first grade)	31.3	68.7
29. I have received information about the importance learning to read in the first three years of primary school.	79.3	20.7
30. I have received information about the importance of learning to read in a language national that is already mastered by children when they enter school.	70.3	29.7

Of the 15 reading themes presented to the MEN staff, 11 of the themes are familiar to at least 80% of the staff. A few items were especially well established, with a success rate over 95%: equal access to public reading instruction for all children, the central role of reading in other types of learning, the effectiveness of using a national language (a language spoken well by the students) in reading instruction and the ability to easily transfer learnings in a national language to French.

There was less knowledge about other themes (86% to 94%). MEN staff acknowledge that boys and girls have the same aptitude for learning to read, that it is difficult for children to catch up if

they do not learn to read in the first three years of school and that teaching in a national language has more advantages than disadvantages. In addition, they are aware of the minimum time students should practice at home to learn to read in primary school.

However, there were three themes whose answers were not satisfactory. Only 70% said they had received information about the importance of learning to read in a language already spoken by the child upon entering school. This level of awareness points above all to a lack of communication because the answers to question 23 above clearly show that the respondents know it is easier to learn in a language one knows well.

Just 67% think that all parents, even those who are illiterate, can help their children practice reading at home. Very few MEN staff (31%) are familiar with the student reading performance thresholds, but those at the central level know them better (35%) than those at the decentralized level (30%). This result is not surprising, however, because at the time of the survey the dissemination of the provisional thresholds established by the program was still quite limited.

2.3.4 Comparison of knowledge at central and decentralized levels

For several of the knowledge questions, the percentages of correct answers varied between the central and decentralized levels (see Appendices 10.10, 10.11, and 10.12). For some important themes, the percentage of staff at the decentralized level exceeded the percentage at the central level by 9% to 15%. For example, decentralized staff surpassed central staff for information received about the importance of reading in the first three years of school (84% versus 69%) and of learning in a national language already spoken well by the students (74% versus 62%). They are also more firmly convinced that illiterate parents can help their children read at home (69% versus 61%).

Table: Results indicating more positive knowledge about reading topics at the decentralized level than at the central level

	Correct answers		% more positive
	Central	Decentralized	Decentralized
16. Parents of students can help their children practice reading at home even if they are illiterate.	60.8	69.2	9
29. I have received information about the importance learning to read in the first three years of primary school.	68.9	83.5	15
30. I have received information about the importance of learning to read in a national language that is already mastered by children when they enter school.	62.2	73.6	12

2.4 Attitudes toward the national reading reforms

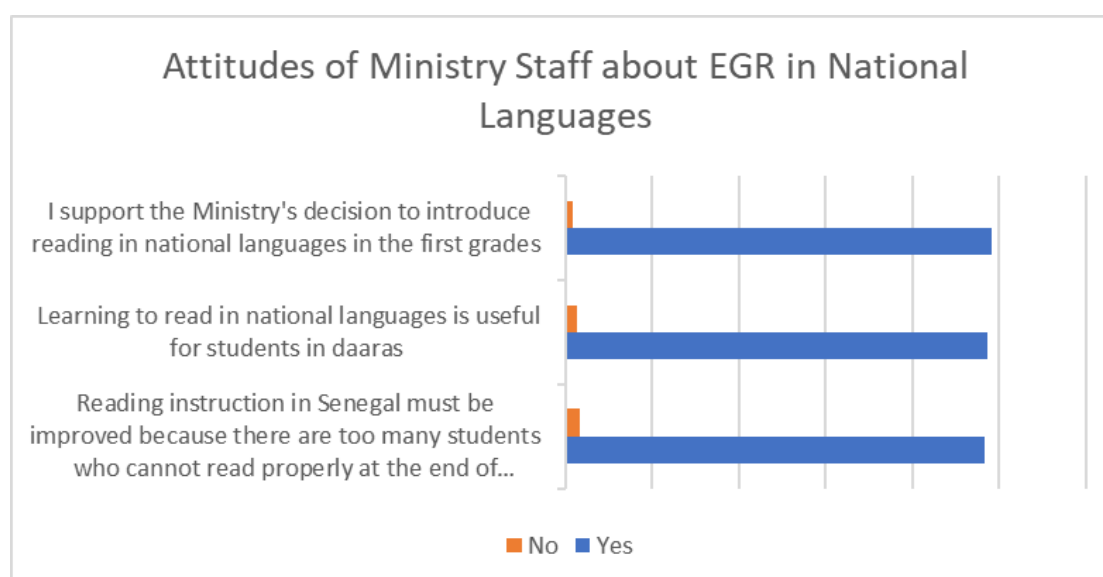
This section aimed to determine the attitudes of MEN staff toward the national reading reforms and the teaching of reading in early grades and in national languages. Are they aware of the roles they can play in supporting the reading instruction reforms introducing a bilingual approach? Do they support or are they willing to support the MEN's plan to introduce national languages to improve reading instruction in the first years of primary school? How do they feel about the amount of communication and coordination around early grade reading reforms?

A positive attitude is one in which the respondents state that they agree or completely agree with the various propositions.

The following tables summarize the attitudes or positions of MEN staff.

2.4.1 Attitudes of all staff about early grade reading reforms

	Correct answers	Incorrect answers
33. Reading instruction in Senegal must be improved because there are too many students who cannot read properly at the end of primary school	96.5	3.5
34. Learning to read in a national language is useful for students in <i>daaras</i>	97.3	2.7
35. I support the MEN's plan to introduce reading in national languages in the first grades of primary school	98.4	1.6



MEN staff have a positive – or even very positive – attitude about the national reading reforms and the need to improve reading instruction in primary schools and *daaras* through the use of national languages. They support the introduction of national languages in schools to teach students to read early on. The scores for all these items achieved more than 95% correct answers.

Staff at the central and decentralized levels had the same extremely positive attitudes about early grade reading and the current reforms.

2.4.2 Attitudes of all staff about communication and coordination around the national reading reforms

	Correct answers	Incorrect answers
36. External communication (to the general public), which is an integral part of the <i>Lecture pour Tous</i> national program to	70.7	29.3

promote reading instruction in the early grades of primary school, is effective		
37. Internal communication within the Ministry about the <i>Lecture pour Tous</i> national program has succeeded in providing all the key staff at the Ministry with the same important information about the program	49.2	50.8
38. There is good coordination between the central and decentralized levels about deployment of the <i>Lecture pour Tous</i> national program	48.4	51.6
39. At your level (decentralized or central), there is good coordination around the deployment of the <i>Lecture pour Tous</i> national program	48.0	52.0
40. There is good coordination between the decentralized technical education services and local authorities to ensure the success of the <i>Lecture pour Tous</i> national program	37.9	62.1
41. It is important to use the lessons learned at the decentralized level (school, IEF, CRFPE or IA) to fine-tune planning at the central level.	94.9	5.1
42. The roles and responsibilities of the divisions of the Ministry, the IAs, the IEFs and the CRFPEs in the reading instruction reforms introducing the bilingual approach are clear	60.9	39.1
43. I know what role I can play in my position within the Senegalese education system to support the reading instruction reforms introducing a bilingual approach	83.2	16.8
44. The parents and the community must be actively involved in helping their children learn to read.	99.2	0.8

MEN staff have a positive attitude about the participation of parents and the community (99%) in their children's reading instruction. They are in favor (95%) of using the lessons learned at the decentralized level to fine-tune planning at the central level. They are also knowledgeable about the role they can play in supporting the reading instruction reforms introducing the bilingual approach.

The answers about the state of coordination and communication around the national reading reforms were far less positive. Some 70% of the respondents still think that external, or mass, communication about the program is effective. However, all the questions related to internal communication and coordination between the various institutions to ensure the program's success received scores of less than 50%. For example, just 48% of the staff think that

coordination is good. The results describe three types of coordination: between the two levels (48%), within the respondent's level (48%) and between the decentralized technical education services and local authorities (38%). The same is also true for internal communication (49%). The roles and responsibilities around the national reading reforms are still not very clear for the divisions and establishments (61%), although the respondents do know their own roles in supporting the reading instruction reforms introducing a bilingual approach (83%).

This section points clearly to the work that remains to be done to achieve effective communication and collaboration.

2.4.3 Comparison of attitudes at central and decentralized levels about coordination and communication

The attitudes of staff at the decentralized level are more positive than those at the central level for a few important items (see Appendix 10.13 Table: Comparison of attitudes of MEN staff at central and decentralized levels about the reading reforms objectives and coordination and communication). Among the decentralized staff, the percentage (83%) who said they knew their role in ensuring the success of the national reading reforms was more than 25% higher than the percentage of central staff (58%). Staff at the decentralized level are also more confident in the effectiveness of communication to the general public about the national reading reforms, with a gap of 18%. A larger percentage of decentralized staff also reported that coordination is good at their level and that internal communication is effective².

² These results could partly be explained by the fact that many of the activities implemented during the first year of the Lecture Pour Tous program implementation were directed at the school and district levels.

Table: More positive attitudes about coordination and communication at the decentralized level than at the central level

	Correct answers		% more positive
	Central	Decentralized	Decentralized
43. I know what role I can play in my position within the Senegalese education system to support the reading instruction reforms introducing the bilingual approach	58.1	83.0	24.9
36. External communication (to the general public), which is an integral part of the <i>Lecture pour Tous</i> national program to promote reading instruction in the early grades of primary school, is effective	58.1	75.8	17.7
39. At your level (decentralized or central), there is good coordination around the deployment of the <i>Lecture pour Tous</i> national program	40.5	51.1	10.6
37. Internal communication within the Ministry about the <i>Lecture pour Tous</i> national program has succeeded in providing all the key staff at the Ministry with the same important information about the program	43.2	51.6	8.4

2.5 Practices to promote the success of the national reading reforms

In a KAP survey, "practices" are actual actions taken or likely to be taken by the individuals surveyed on the ground. These are practices which either promote or jeopardize the issue being studied. Here, the issue is what is expected from MEN staff with regard to children and reading.

Do they talk about reading and the need to learn to read in the first years of primary school? Do they talk about the importance of using national languages to introduce students to reading? Have they received or issued official guidance related to early grade reading instruction or about the importance of using national languages to teach children to read? Have they done any advocacy for these topics? Have they worked with someone outside the MEN to promote reading?

This section addresses these topics with Questions 45 to 51. Positive practices are those in which the respondents say they agree or completely agree with the statements set forth in the questionnaire. Each question about the practices of the person surveyed was limited to the last six months.

The following tables summarize the current practices of MEN staff.

2.5.1 Practices of all MEN staff related to early grade reading and the use of national languages

	Agree completely/ Agree	Disagree/ Disagree completely
45. In the last six months, I have talked with friends, family or colleagues about the importance of reading in the first years of primary school	81.6	18.4
46. In the last six months, I have talked with friends, family or colleagues about the advantages of using a national language for early grade reading instruction.	82.8	17.2
47. In the last six months, I have given or received official guidance about the importance of reading in the first years of primary school.	52.3	47.7
48. In the last six months, I have given or received official guidance about the advantages of using a national language for early grade reading instruction.	53.9	46.1
49. In the last six months, I have advocated (tried to persuade friends, family or colleagues) for the importance of reading in the first years of primary school.	62.5	37.5
50. In the last six months, I have advocated (tried to persuade friends, family or colleagues) for the advantages of using a national language for early grade reading instruction.	57.4	42.6
51. I have worked with someone outside the Ministry to promote reading (e.g. with a representative from civil society, local authorities, the private sector, etc.)	30.1	69.9

More than 80% have talked with friends, family or colleagues about the importance of the objectives of the national reading reforms and specifically about the importance of learning to read in the first years of primary school and about the advantages of using a national language for early grade reading instruction. However, for five of the seven questions asked about personal practices, just over half, but fewer than two-thirds of the respondents had engaged in the practices mentioned over the last six months.

List of questions about practices to which fewer than 60% of respondents at all levels, at the central level and at the decentralized level gave the correct answer.

47. In the last six months, I have given or received official guidance about the importance of reading in the first years of primary school.
48. In the last six months, I have given or received official guidance about the advantages of using a national language for early grade reading instruction.
49. In the last six months, I have advocated (tried to persuade friends, family or colleagues) for the importance of reading in the first years of primary school.
50. In the last six months, I have advocated (tried to persuade friends, family or colleagues) for the advantages of using a national language for early grade reading instruction.
51. I have worked with someone outside the Ministry to promote reading (e.g. with a representative from civil society, local authorities, the private sector, etc.)

Slightly more than half the MEN staff at both levels (52% and 54%) had received or given official guidance about this topic in the last six months. Fewer than two-thirds (63% and 57%) had themselves advocated for the advantages of these objectives, namely the importance of learning to read in the first grades of primary school and of using a national language for early grade reading instruction. Very few MEN staff (30.1%) had worked with individuals outside the Ministry on these themes.

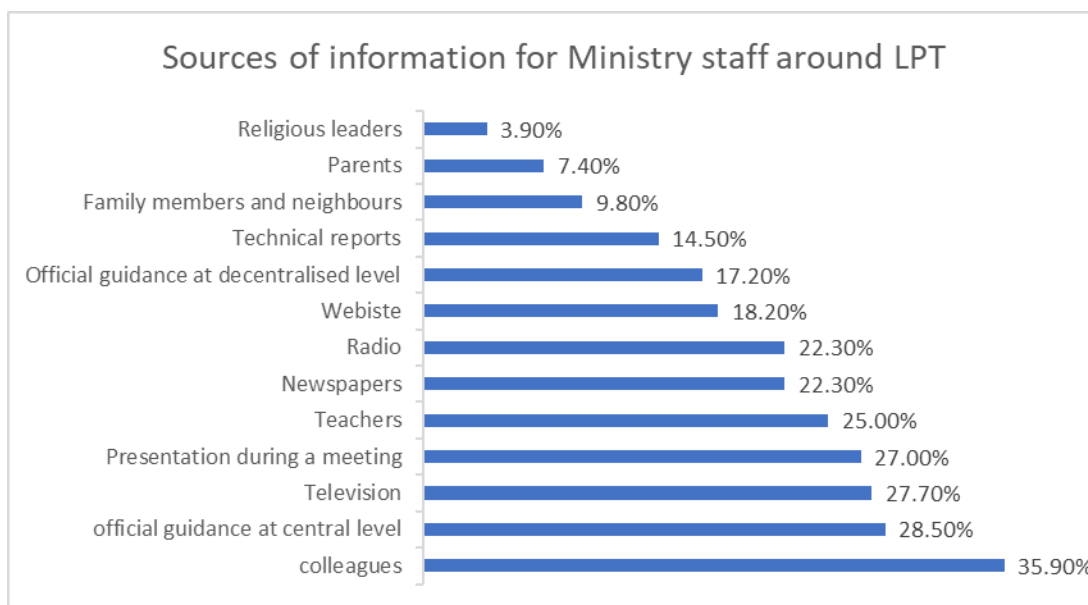
2.5.2 Comparison of practices to promote early grade reading themes at central and decentralized levels

In general, the practices reported did not differ much between the central and decentralized levels (see Appendix 10.14 Table: Comparison of practices of MEN staff at the central and decentralized levels related to early grade reading and the use of a national language). Slightly more respondents at the central level gave the preferred answers in two cases: advocacy (7%) and work outside the Ministry to promote early grade reading instruction and the benefits of national languages (15%).

2.6 Sources of information about early grade reading themes

The MEN staff drew on many sources of information about the early grade reading themes. The respondents reported their sources by checking items in a list of 16 sources (see Appendix 11.6: List of information sources in the MEN KAP Survey). They also had the ability to name other sources of information different from the ones proposed.

Table: Summary of the respondents' information sources (central and decentralized levels)



There was a broad range between the information sources mentioned most frequently and least frequently by MEN staff. But the most frequently cited source by far was "Colleagues in my department". Next, following in virtually equal proportions, came: "Official guidance at the central level", "Television" and "Presentation during a meeting".

Although each source of information seems under-utilized, two-thirds of respondents obtained scores of 80% and just 15% earned scores below 70%. The most important information source was colleagues in one's own department (36%). Several sources of information within the MEN (official guidance at the central level, presentations made at meetings and teachers) each reached more than one-fourth of the respondents. Television also influenced more than one-fourth of respondents. The other mass media channels (newspaper, radio, website) influenced approximately 20% and more academic sources (website, technical reports and scientific reports) reached a bit fewer. Social sources were mentioned by fewer than 10% of respondents.

Table: Sources mentioned by various percentages of the MEN staff population

<p><i>Named by more than one-third (36%)</i></p> <p>Colleagues in one's department (35.9%)</p>	<p><i>Named by more than one-fourth (24%-29%)</i></p> <p>Official guidance at the central level (28.5%)</p> <p>Television (27.7%)</p> <p>Presentation during a meeting (27.0%)</p> <p>Teacher(s) (25.0%)</p>
<p><i>Named by less than one-fourth (13%-22%)</i></p> <p>Newspapers (22.3%)</p> <p>Radio (22.3%)</p> <p>Website (18.2%)</p> <p>Official guidance at the decentralized level (17.2%)</p> <p>NGO (16.8%)</p> <p>Technical reports (14.5%)</p> <p>Scientific reports (12.9%)</p>	<p><i>Named by less than 10%</i></p> <p>Family members and neighbors (9.8%)</p> <p>Parents (7.4%)</p> <p>Religious leaders (3.9%)</p>

As indicated above, social sources (family, community and religious leaders) were the least frequently mentioned, yet they can have a considerable influence. Therefore, it is important that communication efforts focus on these targets so that they can also pass along information about early grade reading reforms.

2.6.1 Comparison of practices to promote early grade reading themes at central and decentralized levels

Table: Comparison of the most important information sources and those which are used the most at the central and decentralized levels

	% MOST USED			
	Central	Decent.	Central	Decent.
Colleagues in one's department	24.3%	40.7%		16.4%
Official guidance at the central level	32.4%	26.9%	5.5%	5.5%
Television	18.9%	31.3%		12.4%
Presentation during a meeting	27.0%	26.9%	0%	0%
Teachers	18.9%	27.5%		8.6%

Central = central level; Decent. = decentralized level

Among the most commonly cited sources, a comparison of the percentages of staff at the two levels shows that staff at the decentralized level more frequently mentioned (difference of 9% and 16%) certain sources: colleagues in one's department (41% versus 24%), television (31% versus 19%) and teachers (28% versus 20%). The same percentage (27%) in both groups named "Presentation during a meeting". The only source for which the percentage was higher at the central level was "Official guidance at the central level" with 32% versus 27%.

The most frequently reported source of information reached one-fourth to a bit more than one-third of respondents. Thus, it is clear that these sources may be valuable to support the national reading reforms. Two sources should be singled out at the decentralized level: "colleagues in one's department" and "television" because their percentages greatly exceeded 25%.

Table: Comparison of moderately used information sources (12% to 25%) at the central and decentralized levels

	% MOST USED			
	Central	Decentralized	Decentralized	Central
Radio	14.9%	25.3%		10.4%
Newspapers	16.2%	24.7%		11.5%
Technical reports	18.9%	12.6%	6.3%	
Website	17.6%	18.7%		1.1%
NGO	16.2%	17.0%		0.9%
Scientific reports	14.9%	12.1%	2.8%	

Central = central level; Decent. = decentralized level

Mass media (television, radio, newspapers and websites) were mentioned by higher percentages among decentralized staff than central staff, while technical and scientific reports were mentioned a bit more at the central level. The influence of websites and NGOs on information about early grade reading themes is nearly identical at both levels.

Table: Comparison of least used information sources at the central and decentralized levels

	Central	Decentralized
Religious leaders	2.7%	4.4%
Parents	5.4%	8.2%
Family member/neighbor	9.5%	9.9%
Primary school director	5.4%	15.9%

Central = central level; Decent. = decentralized level

The least consulted sources (10% or less) are mainly people in one's social circles: religious leaders, parents and family members and neighbors. At the decentralized level, 16% of respondents received information from the primary school director.

Several other sources of information were mentioned by MEN staff in response to an open question that gave them the ability to name other sources not included on the list proposed to them. Their responses can be grouped into four broad categories.

- Training: Some mentioned their initial training, while others alluded to training workshops during which they were informed, or to professional development groups for teachers.
- Personal experiences with national languages.
- Personal research (reading pursued on one's own).
- Specific organization, such as USAID, EFI, CNRE, COSYDEP, or a sports or culture association.

3 CONCLUSION

The first MEN KAP survey conducted in the framework of the Lecture Pour Tous program made it possible to establish an early measure of the knowledge, attitudes and practices of MEN staff related to the key reading themes, as well as the communication resources used by the staff to gain information about the national reading reforms. This MEN KAP survey will be repeated at the mid-point and end of the Lecture Pour Tous program. Because the program began in October 2016, most respondents had already participated in or been exposed to different aspects of the program for one year when data collection took place in January 2018 (a list of the activities conducted in Year I can be found annexed to this report).

This MEN KAP survey met two specific objectives of program monitoring, along with a third objective, which was to inform how best to craft the MEN's internal communications and coordination strategy moving forward around the national reading reforms

The results of this 2018 MEN KAP survey provide the initial measure for performance indicator 13 for the Lecture Pour Tous program – with 41% of MEN staff demonstrating a good understanding of key reading themes. At the same time, the survey provides useful information about communication and coordination attitudes and practices (such as sources of information) that will be used to better craft the targeted communication and coordination strategies moving forward. The results also suggest that there is plenty of room for improvement, such as for better communication and coordination between the central and decentralized levels.

At the same time, there is a positive foundation from which to begin these efforts in earnest. For instance, the respondents' attitudes about external communication were positive; however, only half had positive attitudes about the effectiveness of internal communication.

MEN staff are knowledgeable about the main themes of the national reading reform. Not all the objectives are well known, nor are the essential conditions for ensuring the success of the the national reading reforms. Some of the reading themes are still unclear: student reading performance standards, the need to train teachers specifically in reading instruction and parental support for children at home.

A large majority of the respondents believe they know their own roles in supporting the reading instruction reforms introducing the bilingual approach, as well as those of parents and communities. In addition, they all agree that the lessons learned at the decentralized level should be used at the central level.

Over the last six months, more than half the respondents had participated as organizers or attendees at events promoting themes related to early grade reading. Half the persons surveyed had received or issued official guidance about the importance of early grade reading and the advantages of using local languages. Over half had advocated for the use of national languages and nearly two-thirds reported that they had advocated for early grade reading. Moreover, more than 80% of the persons surveyed stated that they themselves had talked with colleagues or

members of their social groups about the importance of early grade reading and the advantages of using local languages for reading instruction.

The vast majority of MEN personnel are aware of the national reading reforms and recognize that they have a role to play. Nevertheless, although many MEN staff know key tenets of early grade reading, each source of information seems to be underused to further promulgate these themes and affect attitudes and practices. Except for communication amongst colleagues, no source of information from within the MEN or the Lecture Pour Tous program had reached one-third of the staff. Half the respondents believe that internal communication and coordination about early grade reading and the national reading reforms are insufficient. Nearly half had not advocated for the use of national languages in the last six months.

For most of the questions, respondents at both levels (central and decentralized) had similar answers. However, the staff surveyed at the decentralized level were more successful at achieving scores of 80% on the whole KAP survey (46%) than the staff surveyed at the central level (39%). Staff at the decentralized level were slightly better informed than those at the central level about the importance of early grade reading and instruction in national languages. In addition, the staff at the decentralized level have far more positive attitudes than those at the central level about the state of coordination and communication around early grade reading. However, more staff at the central level than at the decentralized level said that they had advocated for the early grade reading objectives over the last six months.

4 BIBLIOGRAPHY

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Software used

- MIRADOR
- SPSS
- Survey Solutions

5 APPENDICES

5.1 Appendix I List of key activities conducted in Year I

Output 1.1: Evidence-Based Early Reading Materials in Senegalese languages are Provided
Core curricular model and technical specifications complete
Output 1.2: Teachers' Skills in Evidence-Based Early Grade Reading Instruction Improved
Develop a comprehensive approach for design and delivery of a training plan for trainers, teachers, supervisors and coaches
Output 1.3: Coaching and Supervision of Early Grade Reading Instruction Improved
Revise existing training modules and tools on coaching
Output 1.4: Early Grade Reading Assessment Improved
Updating and creation of assessment tools
Technical assistance to INEADE/MEN for assessment administration
Output 2.1: Coordination and Communication about Early Grade Reading Increased
Communications strategy
Creation of the 6 sub-committees
Output 2.3: Research on Early Grade Reading in Senegal Produces and Disseminated³
Validation of annual research agenda
Output 2.4: Policies in Support of Evidence-Based Reading Instruction Implemented
Support to the MEN for developing or updating key policies
Draft policy guidelines on time dedicated in the school day to reading in national languages
Output 2.5: Ministry of Education Staff's Performance of Essential Functions Improved
Support to the MEN for targeted capacity building to improve early grade reading service delivery
Outcome 3 cross-cutting
Request for Proposals (RFP) document for NGO partners developed and launched
NGO subcontract procedural manual developed and finalized
NGO orientation plan and materials finalized
Report on local NGO selection process and results (Result 3)
Output 3.1: Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased
Grassroots SBCC plan finalized
Grassroots SBCC materials available
Social and behavior change communication (SBCC) campaign (community level - begins)
Output 3.2: Community-Based Early Grade Reading Activities Implemented

Community-based events (begin)
Request for Applications/selection criteria established for small grants program in support of contrat de qualité (CAQ) school-community action plans for reading
Collect applications for community mobilization proposals to be funded through small grants (sub-grant) to CAQs
Early grade reading materials distribution plan
Output 3.3: At-Home Support to Early Grade Learners Improved
Home-school communication materials adapted and developed
Parent/caregiver training plan and tools finalized
Training and support to at-home reading activities (begins)
Output 3.4 Parent and Community Monitoring of Early Grade Reading Instruction Delivery Improved
Community organization and capacity building (for monitoring) (begins)